

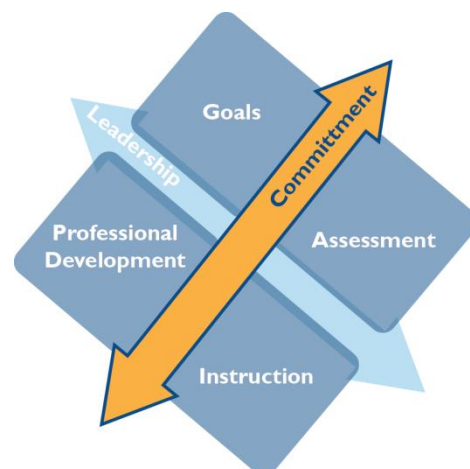


INDIANA 6–12 LITERACY FRAMEWORK

COMMITMENT

Commitment

1. Overview
2. Indiana’s Six-Stage Approach to Literacy Action Planning
 - 2.1 Action Planning Goal Areas
 - 2.2 Organizing for Action
 - 2.3 Assessing the Current Status
 - 2.4 Identifying Improvement Targets
 - 2.5 Creating the Action Plan
 - 2.6 Implementing and Monitoring the Plan
 - 2.7 Reviewing and Updating the Plan
3. Summary
4. Tools and Templates
 - Commitment Tool 1: Literacy Visioning Discussion Starter
 - Commitment Tool 2: Align Curriculum to the CCSS-ELA & Literacy Self-Assessment
 - Commitment Tool 3: Develop a Tiered System of Instruction Self- Assessment
 - Commitment Tool 4: Maximize Family and Community Involvement Self-Assessment
 - Commitment Tool 5: Use Data to Improve Teaching and Learning Self-Assessment
 - Commitment Tool 6: Use Technology Effectively Self-Assessment
 - Commitment Tool 7: Literacy Action Plan
 - Commitment Tool 8: Then, Now, Next
 - Commitment Tool 9: Implementing and Sustaining the Work
5. References



I. OVERVIEW

The Indiana 6–12 Literacy Framework (Framework) has two primary goals. The first is achieving student proficiency in integrating language and literacy skills with content learning; the second is improving educator effectiveness in the delivery of disciplinary literacy instruction. To achieve both, it is not enough simply to think about the components of the Framework; it is critical to act upon them.¹

Commitment in the context of the Framework refers to willingness on the part of the state, corporations, and schools to articulate a vision for adolescent literacy, create a plan for improvement, and take actionable steps to execute that plan. The following list represents sample indicators of commitment:

- Create and implement a vision and plan for literacy at the corporation level.
- Create a schoolwide literacy action plan that is aligned with the corporation’s plan to implement the state’s literacy Framework.
- Develop a dedicated literacy team to support the effort.
- Produce structures that support the focus on literacy across all content areas.
- Generate departmental agreements that put in writing the kinds and amounts of reading, writing, and listening and speaking students will be doing in each content area during each term or marking period.
- Share and discuss student work in teacher teams for the purpose of improving instruction.²

All of the other sections of the Framework present a collection of principles to consider and actions to take for corporations, schools, teachers, and individual students. This section of the Framework explains in detail the planning and execution tasks involved in realizing a schoolwide vision for improving adolescents’ literacy skills. A schoolwide literacy action plan, aligned with that of the corporation and state, is “an essential blueprint for improving student achievement.”³ The two primary goals of the Framework should provide the foundation for corporation literacy action plans. This, in turn should drive the action plans of individual schools, which will ultimately impact instructional practice and student achievement. It is important to keep in mind that literacy improvement is not something that takes place in one month, one term, or even one year. Rather, improving teaching and learning is a long-term process. As corporations and schools engage in the work of creating plans for improvement, it is useful to remind team members to think in terms of multi-year commitments rather than short-term projects.

¹ Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York.

² DuFour, R. (2004, May). What is a professional learning community? *Educational Leadership*, 61(8), 6–11.

³ Irvin, J. L., Meltzer, J., & Dukes, M. (2007). *Taking action on adolescent literacy: An implementation guide for school leaders*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

2. INDIANA’S SIX-STAGE APPROACH TO LITERACY ACTION PLANNING

The need for clear, concise action plans has been argued by educational reform scholars and school administrators.⁴ The variety of approaches to improving teaching and learning varies widely. However, it is widely acknowledged that many schools struggle to implement change initiatives successfully. In large part, this is due to the need for improved collaborative strategic planning approaches.⁵ As the other sections of the Framework make clear, improving both teaching and learning in the upper grades requires a clearly articulated strategy. Committing to a literacy initiative means planning strategically to achieve specific goals educational professionals have identified as important to student success. Action planning itself includes discrete steps and goal areas. The steps are based upon current thinking about strategic planning, and the goal areas have been identified based on Indiana’s educational priorities for teaching and learning⁶. The components of a literacy action plan will, of course, vary according to the individual needs of a school. However, in order to be effective, strategic planning should include all of the following phases of development and implementation.

1. Organize for action
2. Assess current status
3. Identify improvement targets
4. Create the action plan
5. Implement and monitor
6. Review and update

These steps should be followed in sequential order as illustrated below.



Figure 1. Action Planning Steps

⁴ Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

⁵ Stollar, S. A., Poth, R., Curtis, M., Cohen, R. (2006). Collaborative strategic planning as illustration of the principles of systems change. *School Psychology Review*, 35(2), 181–197.

⁶ Adapted from Meltzer, J., & Jackson, D. (2010). *Guidelines for developing an effective district literacy action plan (Version 1.1)*. Malden MA: Massachusetts Department of Elementary and Secondary Education and Public Consulting Group.

As Figure 1 illustrates, the first stage in developing and implementing a successful literacy action plan is to organize for action. Once this is accomplished, the next step is to assess the current status of the school with respect to literacy in order to identify improvement targets. Based on these targets, the school then creates an action plan. This plan is then implemented and its implementation monitored. Finally, the school will regularly review and update the plan. The arrow at the top of the diagram illustrates that, once the school has organized for action, the rest of the steps are part of a continuous cycle of assessment, goal setting, planning, implementation, and review.

Though these steps are simple enough; the challenge lies in successfully identifying what a school needs to assess, improve, and plan around.

2.1 Action Planning Goal Areas

Although the other five components of the Framework discuss, in detail, the essential areas for a schoolwide literacy initiative aligned with those of the corporation, it can be difficult for corporations and schools to determine how these sections fit together. To help think about these areas in a way that can be communicated to stakeholders, Indiana has identified five essential goal areas for improving literacy in grades 6–12. An effective literacy action plan will contain improvement targets and action steps that are related to these goal areas:

- Align curriculum with the CCSS-ELA & Literacy
- Develop a tiered system of instruction
- Maximize family and community involvement
- Use data to improve teaching and learning
- Use technology effectively

These goal areas align with the other sections of the Framework in multiple ways. Table 1 describes how each of these goal areas connects with various sections of the Framework. It is important to keep in mind that the table below is simply intended to describe the major ways that corporations and schools can think about these connections during the action planning process. It is less important to ascribe specific goal areas to specific sections of the Framework than it is to think purposefully about how all the pieces fit together.

Table 1. Alignment of Goal Areas to Indiana 6-12 Literacy Framework

Goal Area	Framework Sections Connected to Goal Area	Description
Align curriculum with the CCSS-ELA & Literacy	<ul style="list-style-type: none"> ● Leadership ● Assessment ● Instruction 	Aligning curriculum to the CCSS-ELA & Literacy supports the capacity of corporations and schools to develop effective systems of assessment and instruction. Leadership must provide guidance and support for curriculum alignment efforts.
Develop a tiered system of instruction	<ul style="list-style-type: none"> ● Leadership ● Assessment ● Instruction ● Professional Development 	To effectively implement Indiana’s Response to Instruction (RtI) model, corporations and schools must work to develop a tiered system of instruction. This requires a comprehensive assessment system and a well-developed approach to differentiated instruction at all tiers. Professional development might center on differentiation, assessment practices, and the RtI structure. For more information, see Indiana’s RtI guidance document.
Maximize family and community involvement	<ul style="list-style-type: none"> ● Leadership ● Goals ● Instruction 	The importance of family and community involvement in education is reflected in this goal area. To develop a system of instruction that builds deep content understanding and improves students’ literacy skills requires collective effort. Leadership must support the effort to build family and community involvement. Doing so can help students set, and reach, learning goals.
Use data to improve teaching and learning	<ul style="list-style-type: none"> ● Leadership ● Assessment ● Instruction ● Professional Development 	Data use is at the core of much of the Framework. It provides the basis of an effective assessment system and drives instructional practice. Professional development might include using assessment data to identify learning needs or developing common assessments and rubrics.
Use technology effectively	<ul style="list-style-type: none"> ● Leadership ● Assessment ● Instruction ● Professional Development 	For all students to be ready for college and careers requires effective use of technology in all of Indiana’s corporations and schools. This goal area connects both assessment and instruction. Professional development might focus on specific technology types and in using technology to help students meet the CCSS-ELA & Literacy.

2.2 Organizing for Action

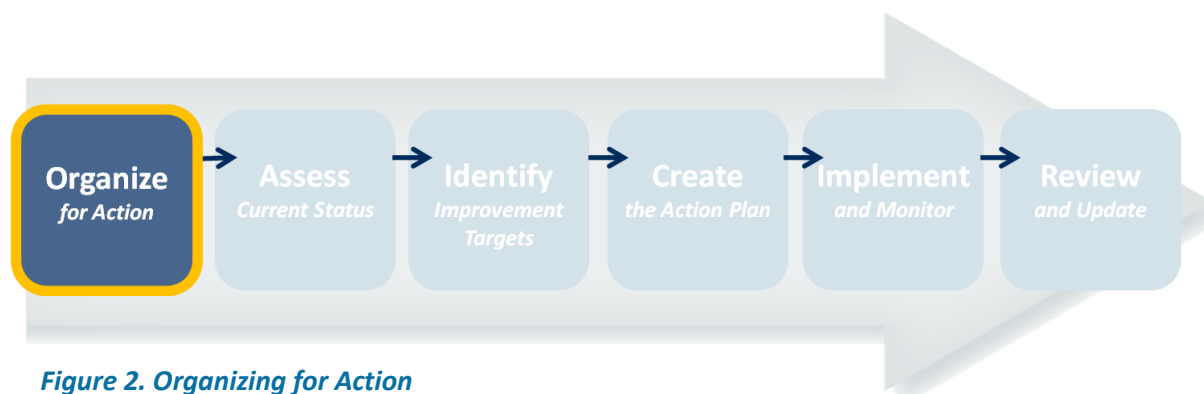


Figure 2. Organizing for Action

To advance a literacy initiative, it is important that corporations and schools create a solid foundation to support both the development and implementation of a strategic plan. There are three primary activities involved in organizing for action:

1. Creating a schoolwide literacy team
2. Making the case for a focus on literacy
3. Developing a schoolwide vision for literacy aligned with that of the corporation

Creating a Schoolwide Literacy Team

Creating a literacy team is an important first step to ensuring the success of the action plan. The team will have a number of roles and responsibilities, so it is important to think carefully about who needs to be on the team in order for it to be successful. Representation from all areas of the faculty is optimal. Because a successful literacy effort is dependent on securing buy-in from the faculty, this broad base of representation will help establish the team's legitimacy. For each school, the literacy team should include the principal and at least one member from each of the following groups.

- Related Services (e.g., school psychologist, speech and language pathologist)
- Special Education
- English Learners
- Each of the four core content areas: Math, Science, Social Studies, English Language Arts
- Representation from at least three of the following areas:
 - World languages
 - Technical subjects
 - Fine and performing arts
 - Health and physical education
 - Library/media technology
 - Guidance
 - Instructional coaches

The first reaction many have when they see this list is to suggest that English Language Arts (ELA) teachers compose the bulk of the committee. The perception is frequently that these teachers are the literacy experts and will have the greatest connection to literacy in their own instruction. Although ELA teachers can be valuable team members, it is actually more important to secure the participation from members of the other content areas. Remember, to generate buy-in from the school faculty, it is important that faculty members see their own departments as part of the initiative. A successful literacy initiative requires a school faculty to view literacy as everyone's responsibility. Therefore, the leaders of the initiative should be broadly representative. It may also be helpful to include elementary teachers with literacy experience as well as parent, student, and/or community representatives on the team.

Although ELA teachers can be valuable team members, it is actually more important to secure the participation from members of the other content areas.

It is important to consider the following when selecting or recruiting members of the team: the strongest literacy team will be made up of teachers who have identified themselves as proponents of literacy, and who have credibility and positional authority within their grade levels, departments, or the broader school community. Although achieving all these characteristics in each team member may not be possible, it is a strong target to shoot for when assembling the team. A common error here is to compose a team largely of newer teachers, who are often younger and enthusiastic about efforts to promote literacy. While these teachers are valuable to the effort and should be included on the team, it is equally important to recruit experienced educators who are viewed as leaders by their peers. Keeping this balance will allow both experience and innovative thinking to inform the literacy initiative.

When creating the team, it helps to clarify the group's roles and responsibilities. Although the specific responsibilities of each literacy team will vary, all literacy teams should all share a similar set of responsibilities:

- Creating the school's vision for literacy that aligns with that of the corporation
- Synthesizing data on learning, instruction, and literacy support structures to identify goals
- Creating, implementing, and updating the literacy action plan

A successful literacy initiative requires a school faculty to view literacy as everyone's responsibility.

These tasks will look different depending on a school's individual context and culture.

Making the Case for a Focus on Literacy

Achieving any type of school change is a complex endeavor at the middle and high school level. For this reason, making the case for a focus on literacy requires careful planning and the strategic use of multiple data points. In order to achieve buy-in for the important work of improving literacy teaching and learning, it is necessary for members of a corporation or school to identify with a need for change. One

approach to establishing this need is with a data summary. The format of a data summary can vary, but should generally contain the following information:

- Your school’s achievement on assessment items that measure literacy skills
- Your school’s achievement on state literacy assessments compared to other schools in Indiana
- The three or four areas most in need of improvement as suggested by the data
- A strong statement for why literacy development is critical to college and career readiness and why it will be a priority at the school going forward

A data summary should be included in the literacy action plan and should be made available to students, parents, and community members. The goal is to create an easily understandable, compelling reason all stakeholders should be involved in supporting literacy.

Developing a Vision

The next step in organizing for action is to develop a vision for literacy improvement. This step should be initiated with the assembled literacy team but should include the input of the entire school. Developing a vision is important because the vision provides a clear target that guides and focuses the actions and efforts of everyone in the school. A vision helps teachers, administrators, students, parents, and other stakeholders answer the following question: “What would it look like if our efforts to improve literacy were successful?”

First, when an initiative’s work is driven by clearly articulated visions, stakeholders are more likely to demonstrate shared belief, collective clarity, ownership, and energy for the work at hand. Additionally, a vision allows stakeholders to look beyond smaller challenges and differences of opinion and remain focused on the larger picture. Having a vision supports systems thinking and provides a reason for stakeholders to collaborate. To be effective, the vision statement should help create an image of what literacy excellence looks like. See [Commitment Tool 1: Literacy Visioning Discussion Starter](#) for a method to guide this process.

Literacy Visioning Discussion Starter Template

Directions
Describe what you think would be happening in the areas listed. Try to be as specific as you can.

If literacy teaching and learning were functioning at a high level in our school, what would that look and sound like?		
	What would we see?	What would we hear?
What would students be doing?		
What would teachers be doing?		
What would administrators be doing?		
What would families be doing?		
What would the school environment be like?		

Now, write a statement that summarizes our vision (image) of excellence in secondary literacy.

Figure 3. [Commitment Tool 1: Literacy Visioning Discussion Starter Template](#)

2.3 Assessing the Current Status

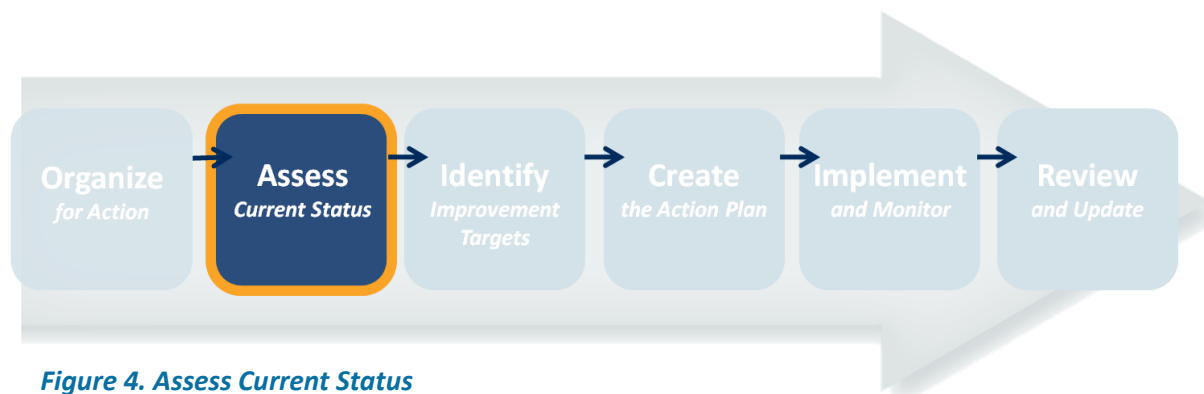


Figure 4. Assess Current Status

The second step in the action planning process is for the literacy team to engage in an initial self-assessment process that will enable a school to examine its current status. This will provide important baseline information about the current capacity in each of the five goal areas. Literacy Visioning Discussion Starter Pilot School Example

Directions

Describe what you think would be happening in the areas listed. Try to be as specific as you can.

If literacy teaching and learning were functioning at a high level in our school, what would that look and sound like?		
	What would we see?	What would we hear?
What would students be doing?	<ul style="list-style-type: none"> • Reading • Reading outside the school day • Reading a variety of texts in content areas • Using comprehension strategies to work through a text • Having a positive attitude toward reading • Leading instruction • Doing student-led research 	<ul style="list-style-type: none"> • Talking with peers about texts • Having debates • Teaching each other • Making connections • Sharing sources with instructors • Asking deeper level questions • Talking about reading levels and goals • Silence
What would teachers be doing?	<ul style="list-style-type: none"> • Acting as coaches and facilitators • Using a variety of reading strategies • Modeling strategies • Taking ownership of literacy development • Talking about specific literacy strategies that apply to their own content areas • Directing whole class instruction plus individual instruction • Conducting small group instruction • Using visuals • Looking for research-based resources to use in content areas • Providing text variety 	<ul style="list-style-type: none"> • Giving positive feedback • Recommending reading selections • Challenging student answers • Sharing ideas between classrooms • Asking critical thinking questions • Talking about reading with peers • Becoming engaged in PLCs • Prompting rather than leading • Monitoring for understanding • Creating opportunities for discussion

If literacy teaching and learning were functioning at a high level in our school, what would that look and sound like?		
What would administrators be doing?	<ul style="list-style-type: none"> Engaging with students in classrooms Providing support and feedback (to students and teachers) Providing resources for staff Suggesting and modeling reading strategies Organizing literacy games or competitions that involve reading Helping create consistency Holding high expectations for literacy use Encouraging teachers to collaborate and step outside current comfort levels 	<ul style="list-style-type: none"> Having more conversations about reading Analyzing data Asking questions Using literacy language with teachers and students Providing specific professional development geared toward literacy Praising faculty and students generating excitement with students and interaction between students Having more conversations with parents and community members
What would families be doing?	<ul style="list-style-type: none"> Helping at home Supporting teachers Checking on homework and grades regularly Volunteering for reading groups Reading and discussing things with kids Turning off the television Asking questions Having a positive attitude toward school Participating in parent-focused professional development sessions Understanding CCSS-ELA & Literacy and the associated changes Having conversations between students and parents 	<ul style="list-style-type: none"> Asking and answering questions Kids reading to their parents Parents reading aloud to kids (at home and in the classroom) Parents discussing reading levels Discussing and relating school topics to life topics Better dinner table conversations Parents commenting on how students across corporation have same language around literacy and learning Parents acknowledging improvement and hard work Parents noticing an increase in literacy in content areas
What would the school environment be like?	<ul style="list-style-type: none"> Energy and enthusiasm Posted literacy vision Goals Focused on using data (IN YO FACE!!!! BAM!) a desire to learn from teachers and students Classroom libraries increased (or better organized) Good use of resources and materials Easy access to technology Open-minded collaboration Increase in percentage of check out rates Consistency K-8 Kids reading at lunch Focus on remediation for nonreaders Sense of urgency Seeing books at all times 	<ul style="list-style-type: none"> Dialogue "I want to read!" "Can we read now?" Students applying what they know Discussions about books Book clubs Book recommendations Goal settings and celebrations for met goals Teachers are aware of Lexile levels of resources Conversations about content literacy (this is how you read a lab report/map/story problem....) and kids recognize and can verbalize the difference "Library a-buzz"

**If literacy teaching and learning were functioning at a high level in our school,
what would that look and sound like?**

Now, write a statement that summarizes our vision (image) of excellence in secondary literacy.

In order to prepare for the future, students and staff will collaborate to implement leading technologies and research-based strategies to ensure all students are reading at appropriate levels. Families and staff will actively participate in learning and support literacy through positive reinforcement and feedback. This will create a learning environment that is focused on literacy for all.

Commitment Tool 2–6 present a set of school assessment tools, each of which includes instructions for its completion. For each goal area, the team may find it useful to complete a three-step protocol to evaluate the school’s current capacity:

1. Assess
2. Reflect
3. Prioritize

The protocol expects the team to think about how each set of practices is currently implemented at the school and to discuss specific areas for improvement. The first step, *assess*, requires the completion of a targeted self-assessment rubric. Completing this rubric provides the literacy team with some baseline information about the school’s current level of implementation of the goal area. The team members should complete the assessment individually and then discuss the results as a group and agree on a final score for each indicator in the assessment rubric. In the second step, *reflect*, the members of the team will review the results of the assessment by collectively creating a strengths and challenges summary. Finally, in the third step, *prioritize*, the team will use the strengths and challenges summary to identify improvement priorities in each area. These will be developed into specific improvement targets in the next phase of the action planning process.

Each of the tools in the list below contains areas for all three steps of the assessment process. Each tool includes an assessment rubric, a reflection organizer to identify strengths and challenges, and an area to capture priorities the team identifies:

- [Commitment Tool 2: Align Curriculum to the CCSS-ELA & Literacy Self-Assessment](#)
- [Commitment Tool 3: Develop a Tiered System of Instruction Self-Assessment](#)
- [Commitment Tool 4: Maximize Family and Community Involvement Self-Assessment](#)
- [Commitment Tool 5: Use Data to Improve Teaching and Learning Self-Assessment](#)
- [Commitment Tool 6: Use Technology Effectively Self-Assessment](#)

2.4 Identifying Improvement Targets



Figure 5. Identify Improvement Targets

After completing the assessment phase of the planning process, the literacy team should focus its attention on creating improvement targets for each of the five goal areas for literacy improvement.⁷ These are distinct from the student-level goals addressed at length in the *Goals* section of the Framework. These school-level improvement targets should identify areas of focus for the literacy action plan. Although each school’s implementation of the action planning process will reveal unique opportunities for improvement, all effective improvement targets share certain characteristics: they are specific, they are measureable, and they include a timeframe for completion. Table 2 provides examples of less effective and more effective improvement target statements.

⁷ Stollar, S. A., Poth, R., Curtis, M., Cohen, R. (2006). Collaborative strategic planning as illustration of the principles of systems change. *School Psychology Review*, 35(2), 181–197.

Table 2. Examples of Improvement Target Statements

Less Effective Statements	More Effective Statements
<ul style="list-style-type: none"> • Improve curriculum alignment • Align courses to the CCSS-ELA & Literacy 	<ul style="list-style-type: none"> • Align 100% of curriculum for ELA, SS, Science, and Technical Subjects with the CCSS-ELA & Literacy by June, 2013
<ul style="list-style-type: none"> • Implement RtI • Use a tiered system of instruction 	<ul style="list-style-type: none"> • Design and implement a tiered system of curriculum delivery including instruction and intervention for struggling and high ability learners by September 2013
<ul style="list-style-type: none"> • Get parents more involved • Increase the number of parents who attend conferences 	<ul style="list-style-type: none"> • Raise percentage of parents who volunteer to support school activities to 20% by June 2013
<ul style="list-style-type: none"> • Use data more effectively • Create a data team 	<ul style="list-style-type: none"> • Implement a data management system that provides 100% of teachers' access to all current and past assessment data in teacher-friendly formats by September 2013

Literacy improvement targets should be identified at the state, corporation, and school levels, and be aligned both horizontally and vertically. As described in the *Goals* section of the Framework, the literacy improvement goals for Indiana should guide the creation of corporation-level goals. These, in turn, should align with more detailed identification of improvement targets at the school level and department/grade level.

2.5 Creating the Action Plan

**Figure 6. Create the Action Plan**

Because research consistently supports clear, well-articulated action plans to promote literacy improvement, it is critical that a comprehensive, school-wide literacy action plan be integrated into a school's overall improvement plan. Although these plans can have a variety of components, a

comprehensive approach to improving literacy in the upper grades will include improvement targets and action steps related to each of the five literacy improvement goal areas. Creating a literacy action plan involves assessing where the school stands with respect to each of these components, identifying specific improvement targets in each area as appropriate, and creating a set of benchmarks and action steps to reach the goal. This results in a set of interrelated smaller action plans that, together, create the overall literacy action plan for the school. Each goal area of the plan should contain the same set of key information:

- The target improvement goal
- The timeline for achieving the goal
- The action steps associated with reaching the goal
- The person(s) responsible for making sure the action step has been completed
- The primary resources needed to acquire to complete the action step
- The evidence that will indicate the step has been completed successfully
- A check-in date to check the progress that has been made on each action step

Commitment Tool 7: Literacy Action Plan Template¹⁴

Goal Area _____

Improvement Target _____

Action Step	Timeline for Completion	Person(s) Responsible	Resources	Specifics of Implementation	Evidence of Success	Review Date

Figure 7. Commitment Tool 7: Literacy Action Plan Template

Use Technology Effectively Self-Assessment Example

Step 2: Identify Strengths and Challenges

Discuss team members' individual ratings and determine a consensus rating that reflects actual practice. Record a summary of your strengths and challenges related to using technology effectively at this time.

Use Technology Effectively—Strengths and Challenges Summary

Summary of strengths related to using technology effectively:

- We have a lot of different types of technology available to all teachers, including hardware, software, and internet connectivity. We have multiple computer labs.
- All teachers have internet access at their desktop computers.
- Professional development is available to help faculty learn to use technology more effectively.

Summary of challenges related to using technology effectively:

- There is currently limited technology assistance available when problems arise.
- Fewer than 50% of our students have constant wireless internet access to support widespread laptop use in classrooms.
- Currently not all faculty members use multiple forms of technology regularly.

Step 3: Prioritize

As a team, identify one or two top improvement priorities in this area and write them here.

Use Technology Effectively—Improvement Priorities

Improvement priorities related to using technology effectively:

- 100% of teachers develop and teach a unit that uses at least two forms of technology for instruction and assessment.
- 100% of our students and teachers have wireless internet access everywhere in the school.

Commitment Tool 7: Literacy Action Plan, provides a template with each of these categories. Each improvement target identified in step three of the action planning process should have an individual action plan.

Together, this collection of plans constitutes a comprehensive implementation map for literacy improvement. Once this map has been developed, it is important to get feedback on it from all stakeholders. This will both increase buy-in for the plan and provide support for the next step, implementation.

2.6 Implementing and Monitoring the Plan

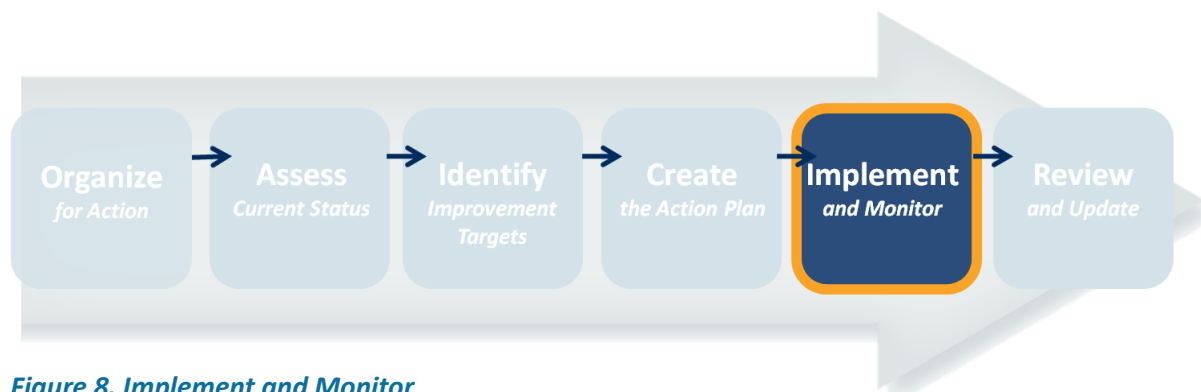


Figure 8. Implement and Monitor

The act of creating a literacy action plan can often be galvanizing for the faculty members and the school. Once this has been completed and shared with the faculty, students, parents, and the community, the plan must be implemented and monitored for effectiveness. The details of implementation and monitoring will look very different depending on the components of the action plan. This step supports the use of the action plan as a living document and helps make certain that the components of the plan are implemented with fidelity. Finally, this step ensures that administrators and team members monitor implementation to determine whether the school is meeting its literacy goals. Although the specifics of implementation will vary from school to school, there are key steps schools should take in order to provide a solid foundation for implementation:

- Make the plan public
- Establish working norms and dates for regular literacy team meetings
- Conduct a formal kickoff of the initiative
- Monitor the implementation regularly to ensure it's effectiveness

A public literacy action plan supports commitment by providing a measure of urgency to act.

The first step in implementation is to make the plan public. To be effective, it should be communicated to faculty, students, parents, and members of the community. It may be posted on the school or corporation website and distributed it to students or parents. Taking this step ensures that everyone is aware of the plan and its goals. This provides a measure of transparency and accountability for the corporation or school. At the same time, a public literacy action plan supports commitment by providing a measure of urgency to act.

Another important step to implementing and monitoring the plan is to establish regular literacy team meetings and make sure they are on everyone's calendar. This is a simple, but vital structure that supports implementation monitoring. Establishing regular meetings sets up an expectation for implementation and provides natural interim deadlines for action planning. Monthly meetings should be considered a minimum. The team should establish working norms for the meetings to help keep them focused on moving the initiative forward. A written agenda is a powerful focusing tool and should be

used for every meeting. Although each corporation and school's context and action plans will determine the specific agenda items to be included, it can be helpful to have some standing items on the agenda. Figure 9 provides some suggested meeting agenda items.

Suggested Meeting Agenda Items
<ul style="list-style-type: none">• Review the relevant components of the action plan• Celebrate all successes• Plan for upcoming deadlines• Examine feedback or other data related to implementation

Figure 9. Suggested Meeting Agenda Items

To keep the literacy initiative on track, it is important to monitor implementation. This monitoring is critical for several reasons. First, effective program monitoring provides a measure of accountability for all stakeholders. Next, if all members of the literacy team, the administration, and the faculty are accountable to the monitoring approaches, this helps keep the organization focused on the goals they have identified. Finally, and importantly, effective monitoring is critical to understanding what works and what doesn't. Approaches to monitoring include collecting and analyzing data from assessments of student achievement, self-assessment checklists, rubrics, and walkthrough data. The team will want to seek evidence that the literacy initiative's steps are being implemented and that goals are being achieved. Implementation monitoring should take place regularly at literacy team meetings. Figure 10 provides questions for a basic implementation monitoring protocol that can help the team structure discussion for each action step.

Implementation Monitoring Questions
<ul style="list-style-type: none">• Are we on track to meet the timeline for completion of this action step?• What have we accomplished on this action step so far?• What needs to happen to move forward or to complete this step?• If the step is complete, what is the next step that will continue to move progress in this goal area forward?

Figure 10. Implementation Monitoring Questions

2.7 Reviewing and Updating the Plan

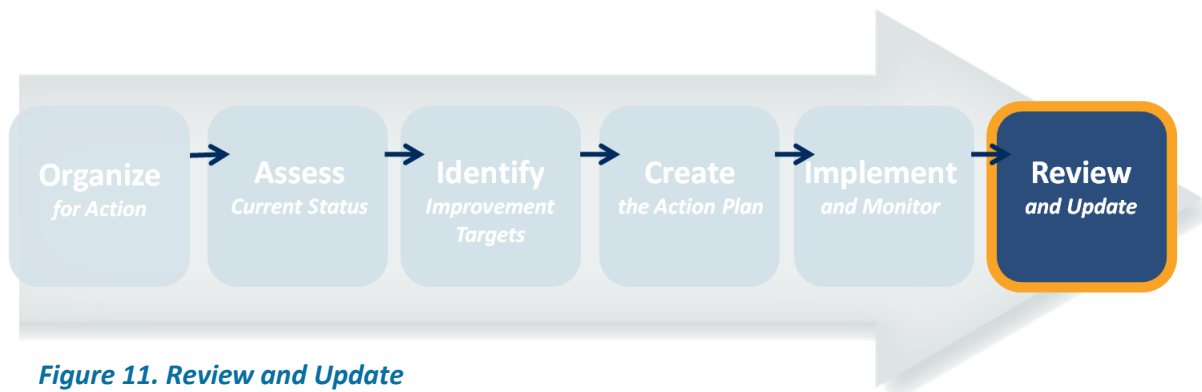


Figure 11. Review and Update

An important step in maintaining commitment and ensuring the alignment of the plan with current and future school goals and priorities is to review and update the plan regularly. The Indiana Department of Education recommends at least a twice-yearly review and update of the plan. The first review generally takes place in the spring, prior to the close of the school year. The second review takes place in the fall and is an important part of refocusing the team after the summer and recommitting everyone to the work. This step is, in many ways, a more comprehensive version of the monitoring process the school will use throughout the year. There are four steps to complete during the review process:

1. Review the improvement targets the team has identified and determine the progress to-date.
2. Revisit these goals to ensure they still reflect the current needs and priorities of all stakeholders.
3. Update the plan to include new action steps as necessary.
4. Plan for sustaining momentum as the work continues.

Reviewing Improvement Targets for Completion and Relevance

This step involves revisiting the self assessments that have been administered, as well as any other relevant data to determine what progress the corporation or school has made toward each improvement target. The rubrics in this step can be helpful here. In addition, the following sources of data can be used to assist the school in determining its progress:

- Student or teacher surveys
- Focus groups
- Literacy walkthrough, learning walk, or classroom observation data
- Student assessment data from all levels

When reviewing improvement targets, it is most effective to use multiple data points. During this review, it is helpful to assess both the progress that has been made as well as the relevancy of the target to the corporation or school's current priorities. [*Commitment Tool 8: Then, Now, Next*](#) provides a template for capturing the results of this discussion and can help the team answer some important questions:

- If a goal has been met, what is the next target that can be identified and acted upon?
- Does the target itself still reflect the needs and goals of stakeholders?
- Does it still reflect alignment at all levels, from the department, school, and school corporation to the state

Answering these questions for each improvement target provides a way to help the team plan for the upcoming year.

Commitment Tool 8: Then, Now, Next

Description

This tool is an extension of *Commitment Tool 1: Literacy Visioning Discussion Starter*. It helps structure the conversation at a semi-annual or annual review of the literacy action plan.⁴

Purpose

Use this tool to help keep the literacy action plan on track. It provides a protocol a team can use to think about successes and future needs.

Directions

1. Provide a copy of the Then, Now, Next template to each participant.
2. Using the template as a guideline, discuss the status of literacy in your school or corporation, how it has changed, and what you would like to see happen going forward.

Tips

- The purpose of this tool is simply to guide your discussion. Feel free to adapt it to your needs.
- It would be helpful to have copies of the literacy action plan for everyone to review during this process.

	Then	Now	Next
	What did literacy teaching and learning look like at the beginning of the year?	What does literacy teaching and learning look like now?	What would we like literacy teaching and learning to look like at the end of next year?
What teachers are doing			
What students are doing			
What administrators are doing			
What the school environment is like			

Figure 12. [*Commitment Tool 8: Then, Now, Next*](#)

Updating the Plan

Although this may seem like a minor step, taking the time to discuss and update the plan as a literacy team is an essential one. The discussion generated during this step helps keep the literacy team on track and on the same page. It provides the opportunity to celebrate successes and to think about next steps. The plan should be reviewed regularly with a comprehensive update occurring during the end of the year review.⁸ It is important to remember that updating includes making the additions, changes, or adjustments necessary to ensure the effectiveness of the action plan. For the action plan to assist in the effort to improve literacy teaching and learning, it must be a living document that is used, reviewed, and amended or modified as necessary to keep the initiative moving forward in a focused, strategic way.

Sustaining Momentum

One of the most common challenges to any new initiative is sustaining the energy it takes to continually move the work forward. Explicit planning to sustain the momentum of the initiative is important to securing and maintaining buy in, building a culture of literacy, and ensuring that the work continues despite challenges such as turnover or changes in leadership or circumstance. Unfortunately, this step is often given insufficient attention or ignored altogether. [*Commitment Tool 9: Implementing and Sustaining the Work*](#) provides a way to talk about the plan with respect to each section of the Framework. It can help teams identify structures or systems critical to sustaining the momentum of the literacy work.

Commitment Tool 9: Implementing and Sustaining the Work

Description

Because a corporation or school is likely to have elements of a plan that are missing or need to be revised during the review process, this tool provides a way to identify these elements. In the template below, each section of the Indiana 6–12 Literacy Framework is accompanied by a set of guiding questions to help participants think about the structures and systems they may need to implement in order to sustain the literacy work.

Purpose

Use this tool after drafting a literacy action plan or during a semi-annual review meeting to identify structures or supports the corporation or school may need to implement.

Directions

1. Distribute a copy of the Implementing and Sustaining the Work Template to all participants.
2. Using the guiding questions, discuss each aspect of the action plan, thinking carefully about what might support the work.
3. Capture the discussion on a blank template or chart paper.
4. If you identify a structure or system already in your action plan, list that structure and its location in the team response.
5. If you identify gaps that need to be addressed, capture those in your action plan (*Commitment Tool 7*).

Tips

- The goal of this exercise is to help you identify structures and systems you may not have captured in your action planning.
- The guiding questions are just to spark conversation. They don't represent everything you may need to discuss with your team.
- This exercise is also helpful during the initial process of writing the action plan. Consider using it as you work on each piece of the plan.

Figure 13. *Commitment Tool 9: Implementing and Sustaining the Work*

⁸ Stollar, S. A., Poth, R., Curtis, M., Cohen, R. (2006). Collaborative strategic planning as illustration of the principles of systems change. *School Psychology Review*, 35(2), 181–197.

3. SUMMARY

The *Commitment* section of the Indiana 6–12 Literacy Framework realizes the principles of the other five sections by providing a strategy for literacy action planning. This research-based strategy is one schools can use to improve literacy teaching and learning in grades 6–12. There are several key things to remember from this section:

- Commitment refers to a willingness to act and to sustain that action.
- Indiana’s six-step action planning process includes the following steps: organize for action, assess current status, identify improvement targets, create the action plan, implement, monitor, review, and update.
- It is imperative to create a solid foundation by assembling a strong literacy team, making a case for the initiative, and developing a schoolwide vision for literacy use.
- Schools should assess their current status and identify improvement targets with respect to each of the five goal areas Indiana identified as critical to student success: aligning curriculum to the CCSS-ELA & Literacy, developing a tiered system of instruction, maximizing family and community involvement, using data to improve teaching and learning, and using technology effectively.
- Action steps and implementation timelines should be developed for each improvement target.
- Successful implementation of a literacy action plan requires establishing the structures necessary to support it and monitoring the plan regularly.
- Reviewing and updating the action plan should be done regularly to ensure alignment with corporation and state goals and to sustain the momentum of the work.

4. TOOLS AND TEMPLATES⁹

Commitment Tool 1: Literacy Visioning Discussion Starter

Description

This tool is designed to help corporations and schools to think concretely about what literacy excellence looks and sounds like from a variety of perspectives. It includes a set of steps to initiate a discussion about a vision for literacy and a place to brainstorm or capture the results of the conversation.

Purpose

Use this tool to guide a group to develop a common vision for literacy excellence in a corporation or school.

Directions

1. Distribute a copy of the Literacy Visioning Discussion Starter template to participants.
2. Ask everyone to brainstorm their ideas for each part of the template. Give participants 5-7 minutes for this. Instruct the group to be as specific or concrete as possible. Beginning with the first part, students, share your thoughts with the entire group. It may be helpful to capture the group discussion on chart paper or an additional copy of the template.
3. Once you have discussed each section of the template, use the results to draft a vision statement for the corporation or school. The statement should contain the things you decided you would see and hear if literacy were going well.
4. When working on the vision statement, resist the temptation to write slogans or jargon. The purpose is to create a clear, concise statement of literacy excellence.

Tips

- Try to complete this activity in a single session. The discussion will be richer.
- During brainstorming, think about what students, teachers, etc. would physically be doing. Would you see them reading? When? How often? Under what circumstances?
- Be specific. Rather than say, “The school environment would support literacy,” think about what that would look and sound like. Would you see book recommendations by teachers and students posted in the halls? Would you see displays of student writing? Would you hear people talking about books they have recent read?
- Chart paper is a great way to capture this information. Post one piece of paper for each area: students, teachers, administrators, school environment.
- Think about asking students, teachers, parents, and community members to fill out the template to get additional input.

⁹ The descriptions and templates for the tools in this section of the framework were provided by Public Consulting Group.

Directions

If literacy teaching and learning were functioning at a high level in our school, what would that look and sound like?		
	What would we see?	What would we hear?
What would students be doing?		
What would teachers be doing?		
What would administrators be doing?		
What would families be doing?		
What would the school environment be like?		

Now, write a statement that summarizes our vision (image) of excellence in secondary literacy.

Literacy Visioning Discussion Starter Pilot School Example

Directions

Describe what you think would be happening in the areas listed. Try to be as specific as you can.

If literacy teaching and learning were functioning at a high level in our school, what would that look and sound like?		
	What would we see?	What would we hear?
What would students be doing?	<ul style="list-style-type: none"> • Reading • Reading outside the school day • Reading a variety of texts in content areas • Using comprehension strategies to work through a text • Having a positive attitude toward reading • Leading instruction • Doing student-led research 	<ul style="list-style-type: none"> • Talking with peers about texts • Having debates • Teaching each other • Making connections • Sharing sources with instructors • Asking deeper level questions • Talking about reading levels and goals • Silence
What would teachers be doing?	<ul style="list-style-type: none"> • Acting as coaches and facilitators • Using a variety of reading strategies • Modeling strategies • Taking ownership of literacy development • Talking about specific literacy strategies that apply to their own content areas • Directing whole class instruction plus individual instruction • Conducting small group instruction • Using visuals • Looking for research-based resources to use in content areas • Providing text variety 	<ul style="list-style-type: none"> • Giving positive feedback • Recommending reading selections • Challenging student answers • Sharing ideas between classrooms • Asking critical thinking questions • Talking about reading with peers • Becoming engaged in PLCs • Prompting rather than leading • Monitoring for understanding • Creating opportunities for discussion
What would administrators be doing?	<ul style="list-style-type: none"> • Engaging with students in classrooms • Providing support and feedback (to students and teachers) • Providing resources for staff • Suggesting and modeling reading strategies • Organizing literacy games or competitions that involve reading • Helping create consistency • Holding high expectations for literacy use • Encouraging teachers to collaborate and step outside current comfort levels 	<ul style="list-style-type: none"> • Having more conversations about reading • Analyzing data • Asking questions • Using literacy language with teachers and students • Providing specific professional development geared toward literacy • Praising faculty and students • generating excitement with students and interaction between students • Having more conversations with parents and community members

**If literacy teaching and learning were functioning at a high level in our school,
what would that look and sound like?**

What would families be doing?	<ul style="list-style-type: none"> • Helping at home • Supporting teachers • Checking on homework and grades regularly • Volunteering for reading groups • Reading and discussing things with kids • Turning off the television • Asking questions • Having a positive attitude toward school • Participating in parent-focused professional development sessions • Understanding CCSS-ELA & Literacy and the associated changes • Having conversations between students and parents 	<ul style="list-style-type: none"> • Asking and answering questions • Kids reading to their parents • Parents reading aloud to kids (at home and in the classroom) • Parents discussing reading levels • Discussing and relating school topics to life topics • Better dinner table conversations • Parents commenting on how students across corporation have same language around literacy and learning • Parents acknowledging improvement and hard work • Parents noticing an increase in literacy in content areas
What would the school environment be like?	<ul style="list-style-type: none"> • Energy and enthusiasm • Posted literacy vision • Goals • Focused on using data • (IN YO FACE!!!! BAM!) a desire to learn from teachers and students • Classroom libraries increased (or better organized) • Good use of resources and materials • Easy access to technology • Open-minded collaboration • Increase in percentage of check out rates • Consistency K-8 • Kids reading at lunch • Focus on remediation for nonreaders • Sense of urgency • Seeing books at all times 	<ul style="list-style-type: none"> • Dialogue • “I want to read!” “Can we read now?” • Students applying what they know • Discussions about books • Book clubs • Book recommendations • Goal settings and celebrations for met goals • Teachers are aware of Lexile levels of resources • Conversations about content literacy (this is how you read a lab report/map/story problem....) and kids recognize and can verbalize the difference • “Library a-buzz”

Now, write a statement that summarizes our vision (image) of excellence in secondary literacy.

In order to prepare for the future, students and staff will collaborate to implement leading technologies and research-based strategies to ensure all students are reading at appropriate levels. Families and staff will actively participate in learning and support literacy through positive reinforcement and feedback. This will create a learning environment that is focused on literacy for all.

Commitment Tool 2: Align Curriculum to the CCSS-ELA & Literacy Self-Assessment

Description

This tool contains a series of steps to guide you through the process of self-assessment. The first step includes a rubric to help you determine where your corporation or school is with respect to this particular goal area. The second and third steps prompt you to identify areas of strength as well as areas in which you would like to improve.

Purpose

Use this tool to assess your corporation or school with respect to this goal area.

Directions

1. Distribute copies of the tool to participants.
2. Instruct each participant select the box that best represents the current state of the corporation or school with respect to the rubric's descriptors.
3. As a group, discuss your responses and come to a consensus about each descriptor.
4. Identify the areas in which you rated your corporation or school the highest and lowest. List those as strengths or challenges as appropriate.
5. Based on your identified areas of need, work as a group to develop an improvement priority for this goal area.

Tips

- Print the rubrics and post them around the room. Instruct participants to mark their assessment on a single rubric. This makes coming to a consensus easier and provides a powerful visual to spark conversation.
- Use the improvement priority(ies) you develop in Step Three as the foundation for the improvement target you create for your action plan ([Commitment Tool 7](#)).

Align Curriculum to the CCSS-ELA & Literacy Self-Assessment Template¹⁰

Step 1: Assess

Each individual member of the team should select the box that best represents the current state with respect to each of the following descriptors.

Beginning Implementation	Transitional Implementation	Consistent Implementation	Exemplary Implementation
Curriculum Documents Fewer than 50% of required curriculum documents/course descriptions include the development of skills identified by the CCSS-ELA & Literacy.	Curriculum Documents 50% of required curriculum documents/course descriptions include the development of skills identified by the CCSS-ELA & Literacy.	Curriculum Documents 75% of required curriculum documents/course descriptions include the development of skills identified by the CCSS-ELA & Literacy.	Curriculum Documents 100% of curriculum documents/course descriptions include the development of skills identified by the CCSS-ELA & Literacy.
CCSS-ELA & Literacy in Instruction Inclusion of the CCSS-ELA & Literacy is evident in fewer than 50% of content area classes.	CCSS-ELA & Literacy in Instruction Inclusion of the CCSS-ELA & Literacy is evident in 50% of content area classes.	CCSS-ELA & Literacy in Instruction Inclusion of the CCSS-ELA & Literacy is evident in 75% of content area classes.	CCSS-ELA & Literacy in Instruction Inclusion of the CCSS-ELA & Literacy is evident in 100% of content area classes.
Common Language Fewer than 50% of students can identify the CCSS-ELA & Literacy in their lessons.	Common Language 50% of students can identify the CCSS-ELA & Literacy in their lessons.	Common Language 75% of students can identify the CCSS-ELA & Literacy in their lessons.	Common Language 100% of students can identify the CCSS-ELA & Literacy in their lessons.
Assessment Fewer than 50% of major assessments in core content courses assess the CCSS-ELA & Literacy.	Assessment 50% of major assessments in core content courses assess the CCSS-ELA & Literacy.	Assessment 75% of major assessments in core content courses assess the CCSS-ELA & Literacy.	Assessment 100% of major assessments in core content courses assess the CCSS-ELA & Literacy.

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¹⁰ Based on material from *Guidelines for developing an effective district literacy action plan (Version 1.1)*. (p. 32) by Meltzer, J., & Jackson, D. (2010), Malden MA: Massachusetts Department of Elementary and Secondary Education and Public Consulting Group. Adapted with permission.

Step 2: Identify Strengths and Challenges

Discuss team members' individual ratings and determine a consensus rating that reflects actual practice. Record a summary of your strengths and challenges related to aligning your curriculum with the CCSS-ELA & Literacy at this time.

Align Curriculum to the CCSS-ELA & Literacy—Strengths and Challenges Summary
Summary of strengths related to aligning curriculum to the CCSS-ELA & Literacy:
Summary of challenges related to aligning curriculum to the CCSS-ELA & Literacy:

Step 3: Prioritize

As a team, identify one or two top improvement priorities in this area and write them here.

Align Curriculum to the CCSS-ELA & Literacy—Improvement Priorities
Improvement priorities related to aligning curriculum to the CCSS-ELA & Literacy:

Align Curriculum to the CCSS-ELA & Literacy Self-Assessment Example

Step 2: Identify Strengths and Challenges

Discuss team members' individual ratings and determine a consensus rating that reflects actual practice. Record a summary of your strengths and challenges related to aligning your curriculum with the CCSS-ELA & Literacy at this time.

Align Curriculum to the CCSS-ELA & Literacy—Strengths and Challenges Summary
Summary of strengths related to aligning curriculum to the CCSS-ELA & Literacy:
<ul style="list-style-type: none"> We are currently working to align curriculum to CCSS-ELA & Literacy. There are many people involved in writing and aligning the curriculum. Staff is getting professional development on the standards and the alignment process.
Summary of challenges related to aligning curriculum to the CCSS-ELA & Literacy:
<ul style="list-style-type: none"> Fewer than 50% of our classes have standards aligned to the CCSS-ELA & Literacy. There is an increase in expectations and getting appropriate materials (higher text levels, more informational text). Currently, literacy standards are not embedded in the rubrics we've developed.

Step 3: Prioritize

As a team, identify one or two top improvement priorities in this area and write them here.

Align Curriculum to the CCSS-ELA & Literacy—Improvement Priorities
Improvement priorities related to aligning curriculum to the CCSS-ELA & Literacy:
<ul style="list-style-type: none"> Staff will identify materials needed to teach the CCSS by June 2012. 100% of curriculum in ELA, Math, SS, Science, and the technical subjects will be aligned with CCSS standards by June 2013, including the creation of sample tasks. Parents and students will have access to CCSS by September 2013.

Commitment Tool 3: Develop a Tiered System of Instruction Self- Assessment

Description

This tool contains a series of steps to guide you through the process of self-assessment. The first step includes a rubric to help you determine where your corporation or school is with respect to this particular goal area. The second and third steps prompt you to identify areas of strength as well as areas in which you would like to improve.

Purpose

Use this tool to assess your corporation or school with respect to this goal area.

Directions

1. Distribute copies of the tool to participants.
2. Instruct each participant select the box that best represents the current state of the corporation or school with respect to the rubric's descriptors.
3. As a group, discuss your responses and come to a consensus about each descriptor.
4. Identify the areas in which you rated your corporation or school the highest and lowest. List those as strengths or challenges as appropriate.
5. Based on your identified areas of need, work as a group to develop an improvement priority for this goal area.

Tips

- Print the rubrics and post them around the room. Instruct participants to mark their assessment on a single rubric. This makes coming to a consensus easier and provides a powerful visual to spark conversation.
- Use the improvement priority(ies) you develop in Step Three as the foundation for the improvement target you create for your action plan ([Commitment Tool 7](#)).

Develop a Tiered System of Instruction Self-Assessment Template¹¹

Step 1: Assess

Each individual member of the team should select the box that best represents the current state with respect to each of the following descriptors.

Beginning Implementation	Transitional Implementation	Consistent Implementation	Exemplary Implementation
Tier 1 Differentiated Instruction Fewer than 50% of readers and writers experience differentiated Tier 1 literacy instruction in their content area classes.	Tier 1 Differentiated Instruction 50% of readers and writers experience differentiated Tier 1 literacy instruction in their content area classes.	Tier 1 Differentiated Instruction 75% of readers and writers experience differentiated Tier 1 literacy instruction in their content area classes.	Tier 1 Differentiated Instruction 100% of readers and writers experience differentiated Tier 1 literacy instruction in their content area classes.
Literacy Strategy Use Fewer than 50% of teachers regularly use and model specific literacy strategies to support comprehension, vocabulary, and writing in Tier 1 instruction.	Literacy Strategy Use 50% of teachers regularly use and model specific literacy strategies to support comprehension, vocabulary, and writing in Tier 1 instruction.	Literacy Strategy Use 75% of teachers regularly use and model specific literacy strategies to support comprehension, vocabulary, and writing in Tier 1 instruction.	Literacy Strategy Use 100% of teachers regularly use and model specific literacy strategies to support comprehension, vocabulary, and writing in Tier 1 instruction.
Access to Complex Text Fewer than 50% of students have regular opportunities to read complex texts in multiple content areas.	Access to Complex Text 50% of students have regular opportunities to read complex texts in multiple content areas.	Access to Complex Text 75% of students have regular opportunities to read complex texts in multiple content areas.	Access to Complex Text 100% of students have regular opportunities to read complex texts in multiple content areas.
Expertise for Serving Special Populations Fewer than 50% of teachers of English learners and special education teachers have a strong background in literacy.	Expertise for Serving Special Populations 50% of teachers of English learners and special education teachers have a strong background in literacy.	Expertise for Serving Special Populations 75% of teachers of English learners and special education teachers have a strong background in literacy.	Expertise for Serving Special Populations 100% of teachers of English learners and special education teachers have a strong background in literacy.

¹¹Based on material from *Guidelines for developing an effective district literacy action plan (Version 1.1)*. (p. 32) by Meltzer, J., & Jackson, D. (2010), Malden MA: Massachusetts Department of Elementary and Secondary Education and Public Consulting Group. Adapted with permission.

Beginning Implementation	Transitional Implementation	Consistent Implementation	Exemplary Implementation
Access to Intervention Fewer than 50% of students who score below grade level in literacy are provided with multiple types of interventions (e.g., additional classes, tutoring, technology support, strong disciplinary literacy support, summer academy).	Access to Intervention 50% of students who score below grade level in literacy are provided with multiple types of interventions (e.g., additional classes, tutoring, technology support, strong disciplinary literacy support, summer academy).	Access to Intervention 75% of students who score below grade level in literacy are provided with multiple types of interventions (e.g., additional classes, tutoring, technology support, strong disciplinary literacy support, summer academy).	Access to Intervention 100% of students who score below grade level in literacy are provided with multiple types of interventions (e.g., additional classes, tutoring, technology support, strong disciplinary literacy support, summer academy).
Tier 2 Targeted Instruction Fewer than 50% of teachers have advanced training in how to deliver Tier 2 targeted instruction to meet the needs of struggling readers.	Tier 2 Targeted Instruction 50% of teachers have advanced training in how to deliver Tier 2 targeted instruction to meet the needs of struggling readers.	Tier 2 Targeted Instruction 75% of teachers have advanced training in how to deliver Tier 2 targeted instruction to meet the needs of struggling readers.	Tier 2 Targeted Instruction 100% of teachers have advanced training in how to deliver Tier 2 targeted instruction to meet the needs of struggling readers.
Tier 3 Intensive Instruction Fewer than 50% of Tier 3 teachers have advanced training in how to deliver intensive literacy instruction to meet the needs of struggling readers.	Tier 3 Intensive Instruction 50% of Tier 3 teachers have advanced training in how to deliver intensive literacy instruction to meet the needs of struggling readers.	Tier 3 Intensive Instruction 75% of Tier 3 teachers have advanced training in how to deliver intensive literacy instruction to meet the needs of struggling readers.	Tier 3 Intensive Instruction 100% of Tier 3 teachers have advanced training in how to deliver intensive literacy instruction to meet the needs of struggling readers.
Technology and Material Support Fewer than 50% of teachers have easy access to appropriate materials and technology to support quality instruction.	Technology and Material Support 50% of teachers have easy access to appropriate materials and technology to support quality instruction.	Technology and Material Support 75% of teachers have easy access to appropriate materials and technology to support quality instruction.	Technology and Material Support 100% of teachers have easy access to appropriate materials and technology to support quality instruction.

Step 2: Identify Strengths and Challenges

Discuss team members' individual ratings and determine a consensus rating that reflects actual practice. Record a summary of your strengths and challenges related to developing a tiered system of instruction at this time.

Develop a Tiered System of Instruction—Strengths and Challenges Summary
Summary of strengths related to developing a tiered system of instruction:
Summary of challenges related to developing a tiered system of instruction:

Step 3: Prioritize

As a team, identify one or two top improvement priorities in this area and write them here.

Develop a Tiered System of Instruction—Improvement Priorities
Improvement priorities related to developing a tiered system of instruction:

Develop a Tiered System of Instruction Self-Assessment Example

Step 2: Identify Strengths and Challenges

Discuss team members' individual ratings and determine a consensus rating that reflects actual practice. Record a summary of your strengths and challenges related to developing a tiered system of instruction at this time.

Develop a Tiered System of Instruction—Strengths and Challenges Summary
Summary of strengths related to developing a tiered system of instruction: <ul style="list-style-type: none"> • Last year we developed a process for providing students with Tier 2 instruction. • Our school already has a way to track data. • We have regular meetings to monitor student movement, identify areas of growth, and determine appropriate next steps. • Most of our teachers have easy access to appropriate materials.
Summary of challenges related to developing a tiered system of instruction: <ul style="list-style-type: none"> • Not all students receive just in time Tier 2 or 3 levels of instruction. • Many faculty members still see RtI as another word for “special education.” • Fewer than 50% of our teachers currently have training in how to provide Tier 2 instruction.

Step 3: Prioritize

As a team, identify one or two top improvement priorities in this area and write them here.

Develop a Tiered System of Instruction—Improvement Priorities
Improvement priorities related to developing a tiered system of instruction: <ul style="list-style-type: none"> • 100% of teachers will have training in providing Tier 2 literacy instruction. • 100% of students who require Tier 2 or 3 levels of instruction receive that instruction immediately.

Commitment Tool 4: Maximize Family and Community Involvement Self-Assessment

Description

This tool contains a series of steps to guide you through the process of self-assessment. The first step includes a rubric to help you determine where your corporation or school is with respect to this particular goal area. The second and third steps prompt you to identify areas of strength as well as areas in which you would like to improve.

Purpose

Use this tool to assess your corporation or school with respect to this goal area.

Directions

1. Distribute copies of the tool to participants.
2. Instruct each participant select the box that best represents the current state of the corporation or school with respect to the rubric's descriptors.
3. As a group, discuss your responses and come to a consensus about each descriptor.
4. Identify the areas in which you rated your corporation or school the highest and lowest. List those as strengths or challenges as appropriate.
5. Based on your identified areas of need, work as a group to develop an improvement priority for this goal area.

Tips

- Print the rubrics and post them around the room. Instruct participants to mark their assessment on a single rubric. This makes coming to a consensus easier and provides a powerful visual to spark conversation.
- Use the improvement priority(ies) you develop in Step Three as the foundation for the improvement target you create for your action plan ([Commitment Tool 7](#)).

Maximize Family and Community Involvement Self-Assessment Template¹²

Step 1: Assess

Each individual member of the team should select the box that best represents the current state of their school with respect to each of the following descriptors.

Beginning Implementation	Transitional Implementation	Consistent Implementation	Exemplary Implementation
Volunteering and Participation Fewer than 50% of appropriate corporation or school-based committees and literacy focused activities have parent/caregiver members or volunteers.	Volunteering and Participation 50% of appropriate corporation or school-based committees and literacy focused activities have parent/caregiver members or volunteers.	Volunteering and Participation 75% of appropriate corporation or school-based committees and literacy focused activities have parent/caregiver members or volunteers.	Volunteering and Participation 100% of appropriate corporation or school-based committees and literacy focused activities have parent/caregiver members or volunteers.
Feedback on Literacy Initiative Fewer than 50% of families provide input on the progress and direction of the literacy initiative.	Feedback on Literacy Initiative 50% of families provide input on the progress and direction of the literacy initiative.	Feedback on Literacy Initiative 75% of families provide input on the progress and direction of the literacy initiative.	Feedback on Literacy Initiative 100% of families provide input on the progress and direction of the literacy initiative.
Information Outreach Fewer than 50% of families receive frequent communication about their child's literacy progress in multiple formats they can access (i.e., multiple languages, website, paper and digital newsletters).	Information Outreach 50% of families receive frequent communication about their child's literacy progress in multiple formats they can access (i.e., multiple languages, website, paper and digital newsletters).	Information Outreach 75% of families receive frequent communication about their child's literacy progress in multiple formats they can access (i.e., multiple languages, website, paper and digital newsletters).	Information Outreach 100% of families receive frequent communication about their child's literacy progress in multiple formats they can access (i.e., multiple languages, website, paper and digital newsletters).
Resources for Families Fewer than 50% of families are provided assistance (e.g., screening and diagnostic results, strategies) or resources (e.g., tutoring services, booklists) to help their child improve as readers and writers.	Resources for Families 50% of families are provided assistance (e.g., screening and diagnostic results, strategies) or resources (e.g., tutoring services, booklists) to help their child improve as readers and writers.	Resources for Families 75% of families are provided assistance (e.g., screening and diagnostic results, strategies) or resources (e.g., tutoring services, booklists) to help their child improve as readers and writers.	Resources for Families 100% of families are provided assistance (e.g., screening and diagnostic results, strategies) or resources (e.g., tutoring services, booklists) to help their child improve as readers and writers.

¹²Based on material from *Guidelines for developing an effective district literacy action plan (Version 1.1)*. (p. 32) by Meltzer, J., & Jackson, D. (2010), Malden MA: Massachusetts Department of Elementary and Secondary Education and Public Consulting Group. Adapted with permission.

Step 2: Identify Strengths and Challenges

Discuss team members' individual ratings and determine a consensus rating that reflects actual practice. Record a summary of your strengths and challenges related to maximizing family and community involvement at this time.

Maximize Family and Community Involvement—Strengths and Challenges Summary

Summary of strengths related to maximizing family and community involvement:

Summary of challenges related to maximizing family and community involvement:

Step 3: Prioritize

As a team, identify one or two top improvement priorities in this area and write them here.

Maximize Family and Community Involvement—Improvement Priorities

Improvement priorities related to maximizing family and community involvement:

Maximize Family and Community Involvement Self-Assessment Examples

Step 2: Identify Strengths and Challenges

Discuss team members' individual ratings and determine a consensus rating that reflects actual practice. Record a summary of your strengths and challenges related to maximizing family and community involvement at this time.

Maximize Family and Community Involvement—Strengths and Challenges Summary

Summary of strengths related to maximizing family and community involvement:

- We have a current webpage to get information to parents.
- 100% of families receive regular communication about student progress through bi-weekly class reports.
- Teachers make themselves available for parents.
- We have dedicated team time each week.

Summary of challenges related to maximizing family and community involvement:

- We don't have information for parents about CCSS ELA & Literacy or strategies and resources they can use.
- We don't get much input about the literacy initiative from parents.
- It's difficult for working parents to come in to the school.
- We don't have parent members on the literacy, curriculum, or data teams.

Step 3: Prioritize

As a team, identify one or two top improvement priorities in this area and write them here.

Maximize Family and Community Involvement —Improvement Priorities

Improvement priorities related to maximizing family and community involvement:

- Increase parent attendance by 10-20% at the Open House.
- Get parent members on relevant committees.
- Develop webinar and resource sheet on the CCSS-ELA & Literacy for parents. Post on webpage, show at open house, and include resources in the newsletter.

Commitment Tool 5: Use Data to Improve Teaching and Learning Self-Assessment

Description

This tool contains a series of steps to guide you through the process of self-assessment. The first step includes a rubric to help you determine where your corporation or school is with respect to this particular goal area. The second and third steps prompt you to identify areas of strength as well as areas in which you would like to improve.

Purpose

Use this tool to assess your corporation or school with respect to this goal area.

Directions

1. Distribute copies of the tool to participants.
2. Instruct each participant select the box that best represents the current state of the corporation or school with respect to the rubric's descriptors.
3. As a group, discuss your responses and come to a consensus about each descriptor.
4. Identify the areas in which you rated your corporation or school the highest and lowest. List those as strengths or challenges as appropriate.
5. Based on your identified areas of need, work as a group to develop an improvement priority for this goal area.

Tips

- Print the rubrics and post them around the room. Instruct participants to mark their assessment on a single rubric. This makes coming to a consensus easier and provides a powerful visual to spark conversation.
- Use the improvement priority(ies) you develop in Step Three as the foundation for the improvement target you create for your action plan ([Commitment Tool 7](#)).

Use Data to Improve Teaching and Learning Self-Assessment Template¹³

Step 1: Assess

Each individual member of the team should select the box that best represents the current state of their school with respect to each of the following descriptors.

Beginning Implementation	Transitional Implementation	Consistent Implementation	Exemplary Implementation
Access to Data Fewer than 50% of teachers and administrators have easy access to data to determine the literacy needs of all students.	Access to Data 50% of teachers and administrators have easy access to data to determine the literacy needs of all students.	Access to Data 75% of teachers and administrators have easy access to data to determine the literacy needs of all students.	Access to Data 100% of teachers and administrators have easy access to data to determine the literacy needs of all students.
Data Use in Instruction Fewer than 50% of teachers consistently use reading assessment data to plan instruction.	Data Use in Instruction 50% of teachers consistently use reading assessment data to plan instruction.	Data Use in Instruction 75% of teachers consistently use reading assessment data to plan instruction.	Data Use in Instruction 100% of teachers consistently use reading assessment data to plan instruction.
Collaborative Data Analysis Fewer than 50% of teachers regularly analyze student work with peers to determine how to meet student learning needs.	Collaborative Data Analysis 50% of teachers regularly analyze student work with peers to determine how to meet student learning needs.	Collaborative Data Analysis 75% of teachers regularly analyze student work with peers to determine how to meet student learning needs.	Collaborative Data Analysis 100% of teachers regularly analyze student work with peers to determine how to meet student learning needs.
Data Use for Tier 2 and 3 Instruction Fewer than 50% of struggling learners are matched to targeted or intensive instruction through multiple forms of data.	Data Use for Tier 2 and 3 Instruction 50% of struggling learners are matched to targeted or intensive instruction through multiple forms of data.	Data Use for Tier 2 and 3 Instruction 75% of struggling learners are matched to targeted or intensive instruction through multiple forms of data.	Data Use for Tier 2 and 3 Instruction 100% of struggling learners are matched to targeted or intensive instruction through multiple forms of data.
Data Use for Entering/Exiting Instructional Programs Fewer than 50% of students in targeted instructional programs are placed or removed according to established placement procedures and exit criteria.	Data Use for Entering/Exiting Instructional Programs 50% of students in targeted instructional programs are placed or removed according to established placement procedures and exit criteria.	Data Use for Entering/Exiting Instructional Programs 75% of students in targeted instructional programs are placed or removed according to established placement procedures and exit criteria.	Data Use for Entering/Exiting Instructional Programs 100% of students in targeted instructional programs are placed or removed according to established placement procedures and exit criteria.

¹³Based on material from *Guidelines for developing an effective district literacy action plan (Version 1.1)*. (p. 32) by Meltzer, J., & Jackson, D. (2010), Malden MA: Massachusetts Department of Elementary and Secondary Education and Public Consulting Group. Adapted with permission.

Use Data to Improve Teaching and Learning Self-Assessment Template

Step 2: Identify Strengths and Challenges

Discuss team members' individual ratings and determine a consensus rating that reflects actual practice. Record a summary of your strengths and challenges related to using data to improve teaching and learning at this time.

Use Data to Improve Teaching and Learning—Strengths and Challenges Summary
Summary of strengths related to using data to improve teaching and learning:
Summary of challenges related to using data to improve teaching and learning:

Step 3: Prioritize

As a team, identify one or two top improvement priorities in this area and write them here.

Use Data to Improve Teaching and Learning—Improvement Priorities
Improvement priorities related to using data to improve teaching and learning:

Use Data to Improve Teaching and Learning Self-Assessment Example

Step 2: Identify Strengths and Challenges

Discuss team members' individual ratings and determine a consensus rating that reflects actual practice. Record a summary of your strengths and challenges related to using data to improve teaching and learning at this time.

Use Data to Improve Teaching and Learning—Strengths and Challenges Summary
Summary of strengths related to using data to improve teaching and learning: <ul style="list-style-type: none"> • All of our teachers have easy access to standardized assessment data including growth model data. • We have already established placement procedures and exit criteria for some Tier 2 and Tier 3 instruction strategies. • We have developed some common assessments that generate a lot of data about our students.
Summary of challenges related to using data to improve teaching and learning: <ul style="list-style-type: none"> • Fewer than 50% of our teachers use reading data to plan their instruction. • We don't have a structure in place for teachers to look at student work together.

Step 3: Prioritize

As a team, identify one or two top improvement priorities in this area and write them here.

Use Data to Improve Teaching and Learning—Improvement Priorities
Improvement priorities related to using data to improve teaching and learning: <ul style="list-style-type: none"> • All teachers will look at reading data and use it to plan instruction. • All teachers will look at student work regularly in teams.

Commitment Tool 6: Use Technology Effectively Self-Assessment

Description

This tool contains a series of steps to guide you through the process of self-assessment. The first step includes a rubric to help you determine where your corporation or school is with respect to this particular goal area. The second and third steps prompt you to identify areas of strength as well as areas in which you would like to improve.

Purpose

Use this tool to assess your corporation or school with respect to this goal area.

Directions

1. Distribute copies of the tool to participants.
2. Instruct each participant select the box that best represents the current state of the corporation or school with respect to the rubric's descriptors.
3. As a group, discuss your responses and come to a consensus about each descriptor.
4. Identify the areas in which you rated your corporation or school the highest and lowest. List those as strengths or challenges as appropriate.
5. Based on your identified areas of need, work as a group to develop an improvement priority for this goal area.

Tips

- Print the rubrics and post them around the room. Instruct participants to mark their assessment on a single rubric. This makes coming to a consensus easier and provides a powerful visual to spark conversation.
- Use the improvement priority(ies) you develop in Step Three as the foundation for the improvement target you create for your action plan ([Commitment Tool 7](#)).

Use Technology Effectively Self-Assessment Template

Step 1: Assess

Each individual member of the team should select the box that best represents the current state with respect to each of the following descriptors.

Beginning Implementation	Transitional Implementation	Consistent Implementation	Exemplary Implementation
Student Technology Use Fewer than 50% of students regularly use technology to research, collect and analyze data, and communicate and collaborate with others.	Student Technology Use 50% of students regularly use technology to research, collect and analyze data, and communicate and collaborate with others.	Student Technology Use 75% of students regularly use technology to research, collect and analyze data, and communicate and collaborate with others.	Student Technology Use 100% of students regularly use technology to research, collect and analyze data, and communicate and collaborate with others.
Student Technology Use Fewer than 50% of students regularly use technology to research, write, and present.	Student Technology Use 50% of students regularly use technology to research, write, and present.	Student Technology Use 75% of students regularly use technology to research, write, and present.	Student Technology Use 100% of students regularly use technology to research, write, and present.
Teacher Technology Use Fewer than 50% of teachers regularly use multiple technologies for multiple instructional purposes (i.e., supporting collaboration and publishing.)	Teacher Technology Use 50% of teachers regularly use multiple technologies for multiple instructional purposes (i.e., supporting collaboration and publishing.)	Teacher Technology Use 75% of teachers regularly use multiple technologies for multiple instructional purposes (i.e., supporting collaboration and publishing.)	Teacher Technology Use 100% of teachers regularly use multiple technologies for multiple instructional purposes (i.e., supporting collaboration and publishing.)
Technology Access Fewer than 50% of teachers have easy, unrestricted access to web-based resources that allow them to plan instruction flexibly to meet student needs and interests.	Technology Access 50% of teachers have easy, unrestricted access to web-based resources that allow them to plan instruction flexibly to meet student needs and interests.	Technology Access 75% of teachers have easy, unrestricted access to web-based resources that allow them to plan instruction flexibly to meet student needs and interests.	Technology Access 100% of teachers have easy, unrestricted access to web-based resources that allow them to plan instruction flexibly to meet student needs and interests.
Technology Infrastructure Fewer than 50% of students and teachers have consistent, reliable internet access in all areas of a school or corporation.	Technology Infrastructure 50% of students and teachers have consistent, reliable internet access in all areas of a school or corporation.	Technology Infrastructure 75% of students and teachers have consistent, reliable internet access in all areas of a school or corporation.	Technology Infrastructure 100% of students and teachers have consistent, reliable internet access in all areas of a school or corporation.

Step 2: Identify Strengths and Challenges

Discuss team members' individual ratings and determine a consensus rating that reflects actual practice. Record a summary of your strengths and challenges related to using technology effectively at this time.

Use Technology Effectively—Strengths and Challenges Summary
Summary of strengths related to using technology effectively:
Summary of challenges related to using technology effectively:

Step 3: Prioritize

As a team, identify one or two top improvement priorities in this area and write them here.

Use Technology Effectively—Improvement Priorities
Improvement priorities related to using technology effectively:

Use Technology Effectively Self-Assessment Example

Step 2: Identify Strengths and Challenges

Discuss team members' individual ratings and determine a consensus rating that reflects actual practice. Record a summary of your strengths and challenges related to using technology effectively at this time.

Use Technology Effectively—Strengths and Challenges Summary
Summary of strengths related to using technology effectively: <ul style="list-style-type: none"> We have a lot of different types of technology available to all teachers, including hardware, software, and internet connectivity. We have multiple computer labs. All teachers have internet access at their desktop computers. Professional development is available to help faculty learn to use technology more effectively.
Summary of challenges related to using technology effectively: <ul style="list-style-type: none"> There is currently limited technology assistance available when problems arise. Fewer than 50% of our students have constant wireless internet access to support widespread laptop use in classrooms. Currently not all faculty members use multiple forms of technology regularly.

Step 3: Prioritize

As a team, identify one or two top improvement priorities in this area and write them here.

Use Technology Effectively—Improvement Priorities
Improvement priorities related to using technology effectively: <ul style="list-style-type: none"> 100% of teachers develop and teach a unit that uses at least two forms of technology for instruction and assessment. 100% of our students and teachers have wireless internet access everywhere in the school.

Commitment Tool 7: Literacy Action Plan

Description

This tool can help you organize, store, and refer to your literacy action planning. It consists of a template containing several important components of action planning. You should complete a template for each improvement priority you identified in *Commitment Tools 2-6*. These templates, once finished, will constitute your corporation or school literacy action plan.

Purpose

To help organize steps, needs, and priorities in a literacy action plan.

Directions

1. Identify a goal area to work on.
 - Align curriculum with the CCSS-ELA & Literacy
 - Develop a tiered system of instruction
 - Use technology effectively
 - Maximize family and community involvement
 - Use data to improve teaching and learning
2. Select an improvement priority you identified for that goal area while completing the self assessments in *Commitment Tools 2-6*.
3. Write an improvement target related to that priority. (See *Identifying Improvement Targets* on page 10 of this section.)
4. Brainstorm all the things that need to happen in order for the corporation or school to reach that improvement target. Be as concrete as possible.
5. Although you are likely to work on more than one step at a time in your action plan, it will help to list your steps in rough chronological order.
6. Once you have captured everything that needs to be done to meet your improvement target, list those action steps on the Literacy Action Plan Template.
7. Using the Literacy Action Plan Template, begin to organize your thinking by listing each step and adding the information listed in the following table.

Action Plan Component	Description
Action Step	This is the general step that needs to be taken to move the work forward. It should be specific and should consist of an action to be taken.
Timeline for Completion	This should be a specific date by which the step should be completed or implemented.
Person(s) Responsible	This is the person responsible for making sure this step gets completed. The person responsible does not have to be the one who actually does the work. Rather, this person should be the one who reports on the status of this step and takes ownership for it.
Resources Needed	This should include what the team, school, or corporation requires in order to complete the step. This may include physical resources (texts or technology) as well as intangible resources (like time to meet or a change in the schedule).
Specifics of Implementation	If the action step is a complex one (like hiring a vendor to provide professional development), this is where to describe in detail how the step will be completed.
Evidence of Completion	This refers to the concrete evidence that will determine when the step has been completed. This does not necessarily mean that the improvement target has been met. Rather, it is a marker that can be used to determine when an individual step is finished.
Review Date	The review date is generally the date of the meeting at which the team will discuss the status of this particular action step.

Tips

- More detail here is better. The more specific you make the action steps, the easier it will be to determine the progress the team is making.
- Start each action step with a verb. It helps everyone understand exactly what needs to be done. For example, rather than writing “Meeting time” in the action step box, a better approach might be to write, “Establish a regular meeting schedule for the literacy team.”
- Brainstorming action steps on sticky notes is a good way to begin. This lets you place each action step in an order that makes sense, rearrange them as necessary, and identify gaps.
- Always assign a specific person to an action step. Avoid the temptation to put “Literacy Team” in this box. Giving each step an owner will increase the team’s chances of completing that step.
- Resist the urge to use “immediately” as a timeline. Set a specific date for implementation. In order for the action planning process to be successful, each step needs to be realistic and achievable.

Commitment Tool 7: Literacy Action Plan Template¹⁴

Goal Area

Improvement Target

Action Step	Timeline for Completion	Person(s) Responsible	Resources	Specifics of Implementation	Evidence of Success	Review Date

¹⁴ From *Taking the lead on adolescent literacy: Action steps for schoolwide success*. (p. 120), by Irvin, J. L., Meltzer, J. M., Dean, N., & Mickler, M. J, 2010, Thousand Oaks, CA: Corwin Press. Adapted with permission.

Commitment Tool 7: Literacy Action Plan Example

Use Data to Improve Teaching and Learning

Goal Area

100% of teachers will understand how to use reading assessment data (i.e., SRI, Acuity predictive/diagnostic, ISTEP, etc.) to plan instruction by Fall, 2014.

Improvement Target

Action Step	Timeline for Completion	Person(s) Responsible	Resources	Specifics of Implementation	Evidence of Success	Review Date
Develop and administer a survey to determine what kind of SRI and Acuity training teachers need.	September 30, 2013	Jennifer and Thomas	<ul style="list-style-type: none"> Access to Google Docs Sample questions Substitutes for lit. team to meet—2 hours 	Literacy team meets in August to discuss and draft survey questions. Questions proofed by 9/5. Survey posted on Google Docs by 9/10 for final feedback. Revisions made by 9/14. Survey shared with entire faculty via Google Docs by 9/20. Thomas emails the faculty requesting they complete the surveys by 9/30.	Completed surveys by staff	Email check in on 9/15
Analyze survey results to determine what kind of training the faculty needs.	October 2, 2013	Renee	<ul style="list-style-type: none"> Copies of survey results Conference room for literacy meeting 	Renee writes an agenda for analyzing the survey results. Literacy team analyzes the survey at the 10/2 literacy team standing meeting.	Meeting notes	10/2

Action Step	Timeline for Completion	Person(s) Responsible	Resources	Specifics of Implementation	Evidence of Success	Review Date
Schedule an initial training session for all staff to be trained on accessing and using SRI/Acuity data to guide instruction.	October 30, 2013: All-staff “Literacy Tuesday Morning”	Andy and Pete	<ul style="list-style-type: none"> • SRI/Acuity data • SRI Trainer—Pete • Acuity Trainer—Pete • Laptops—faculty bring 	Based on the analysis of survey data, Andy and Renee meet with Pete (PD provider) on 10/5 to draft an agenda for the 10/30 literacy training. Pete submits draft materials to Andy for approval by 10/13. Feedback from Andy by 10/16. All teachers would need access to SRI data for their grade level(s). Schedule Beth to tape the session.	Staff attendance/sign in sheet	Email check in on 10/16
Video tape and archive training session(s).	November 15, 2013	Beth S.	<ul style="list-style-type: none"> • Blank DVD’s 	Beth creates a digital copy of the training and archives it for future reference by 11/15. Beth emails all faculty members with instructions for accessing training video by 11/18.	Completed DVD	One week after the training(s)
Schedule a date for training within small groups of teachers to further discuss using the data for setting goals and guiding instruction	December 5, 2013	Andy	<ul style="list-style-type: none"> • SRI/Acuity data • SRI Trainer • Acuity Trainer • Substitutes 	Andy meets with PD provider to debrief initial training and discuss agenda for follow up sessions by 11/5. PD provider submits sample agendas to Andy by 11/15. Approval by 11/18. Rotate substitutes for 1-2 hour trainings throughout the day.	Completed staff surveys: <ul style="list-style-type: none"> • After the training and • After 1 month 	11/15
Re-administer survey to assess teacher understanding of SRI and Acuity and determine additional training needs.	January 27, 2014	Renee	<ul style="list-style-type: none"> • Survey from fall • Substitutes for Literacy Team to meet 	Survey shared with entire faculty via Google Docs by 1/13. Andy emails the faculty requesting they complete the surveys by 1/20. Literacy team analyzes the survey at the 1/27 literacy team standing meeting.	Completed surveys by staff	1/27

Action Step	Timeline for Completion	Person(s) Responsible	Resources	Specifics of Implementation	Evidence of Success	Review Date
Schedule second whole faculty training session accessing and using SRI/Acuity data to guide instruction based on survey data.	February 17, 2014-An all-staff “literacy Tuesday” morning.	Andy	<ul style="list-style-type: none"> SRI/Acuity data forms/materials for teachers to look at during training SRI Trainer Acuity Trainer Laptops 	Based on the analysis of survey data, Andy and Renee meet with Pete (PD provider) on by 1/30 to draft an agenda. Pete submits draft materials to Andy for approval by 2/4. Andy provides feedback by 2/7. All teachers would need access to SRI data for their grade level(s). Schedule Beth to tape the session.	Staff attendance/sign in sheet	The date of the “literacy Tuesday morning”
Video tape and archive training session(s)	February 20	Beth S.	<ul style="list-style-type: none"> Blank DVD’s 	Beth creates a digital copy of the training and archives it for future reference by 2/20. Beth emails all faculty members with instructions for accessing training video by 2/20.	Completed DVD	One week after the training(s)
Individual check-ins with each teacher on the use of SRI/Acuity data after the 2nd staff surveys	April 11, 2014	Andy	<ul style="list-style-type: none"> The Support Team Substitutes for Support Team members 	Renee will spend 30-45 minutes with each teacher to provide additional information, answer questions on implementation of using the SRI/Acuity data to guide the instruction in the classroom.	Meeting notes	3/30

Action Step	Timeline for Completion	Person(s) Responsible	Resources	Specifics of Implementation	Evidence of Success	Review Date
Provide classroom coverage for 1 period on the 2nd Friday of each month for groups of teachers to meet and analyze student work/data.	Begins January 3, 2013	Andy	<ul style="list-style-type: none"> Free work room space to meet Substitutes Access to most current data (SRI/Acuity) 	1) Integrate specials and mixed team teachers into the 7th and/or 8th grade groups. Allow 5th and 6th grades to meet as a whole team. Schedule rotating substitutes. Literacy team selects a protocol for examining student work by 10/30. During November literacy meeting, literacy team tests the protocol with student work and provides feedback. Renee edits the protocol and emails changes to the team. During December department meetings, a group leader is identified. At the December literacy team meeting, the group leaders are trained on the protocol.	Andy e-mails staff sharing dates and times for the entire year.	12/10

Commitment Tool 8: Then, Now, Next

Description

This tool is an extension of *Commitment Tool 1: Literacy Visioning Discussion Starter*. It helps structure the conversation at a semi-annual or annual review of the literacy action plan.¹⁵

Purpose

Use this tool to help keep the literacy action plan on track. It provides a protocol a team can use to think about successes and future needs.

Directions

1. Provide a copy of the *Then, Now, Next Template* to each participant.
2. Using the template as a guideline, discuss the status of literacy in your school or corporation, how it has changed, and what you would like to see happen going forward.

Tips

- The purpose of this tool is simply to guide your discussion. Feel free to adapt it to your needs.
- It would be helpful to have copies of the literacy action plan for everyone to review during this process.

	Then	Now	Next
	What did literacy teaching and learning look like at the beginning of the year?	What does literacy teaching and learning look like now?	What would we like literacy teaching and learning to look like at the end of next year?
What teachers are doing			
What students are doing			
What administrators are doing			
What the school environment is like			

¹⁵ Irvin, J. L., Meltzer, J. M., Dean, N., & Mickler, M. J. (2010). *Taking the lead on adolescent literacy: Action steps for schoolwide success*. Thousand Oaks, CA: Corwin Press.

Commitment Tool 9: Implementing and Sustaining the Work

Description

Because a corporation or school is likely to have elements of a plan that are missing or need to be revised during the review process, this tool provides a way to identify these elements. In the template below, each section of the Indiana 6–12 Literacy Framework is accompanied by a set of guiding questions to help participants think about the structures and systems they may need to implement in order to sustain the literacy work.

Purpose

Use this tool after drafting a literacy action plan or during a semi-annual review meeting to identify structures or supports the corporation or school may need to implement.

Directions

1. Distribute a copy of the *Implementing and Sustaining the Work Template* to all participants.
2. Using the guiding questions, discuss each aspect of the action plan, thinking carefully about what might support the work.
3. Capture the discussion on a blank template or chart paper.
4. If you identify a structure or system already in your action plan, list that structure and its location in the team response.
5. If you identify gaps that need to be addressed, capture those in your action plan ([Commitment Tool 7](#)).

Tips

- The goal of this exercise is to help you identify structures and systems you may not have captured in your action planning.
- The guiding questions are just to spark conversation. They don't represent everything you may need to discuss with your team.
- This exercise is also helpful during the initial process of writing the action plan. Consider using it as you work on each piece of the plan.

Implementing and Sustaining the Work Template

Date of Review

Directions

Using the guiding questions below, discuss what needs to be put in place in order to implement and sustain the work in each section of the Framework.

Framework Section	Guiding Questions	Team Responses
Commitment	<ul style="list-style-type: none"> What do you need to do to ensure the literacy leadership team continues to meet (time, structures etc.)? How will the team monitor the effectiveness of the action plans? How will the team communicate progress to the faculty? How often? 	
Leadership	<ul style="list-style-type: none"> How will leadership support goal setting? Assessment structure development? Instructional improvement? What does the literacy team need from leadership in order to be effective? How will you develop leadership capacity? 	
Goals	<ul style="list-style-type: none"> What needs to be put in place to support teachers, departments, or grade levels to set measurable literacy goals? What needs to be put in place to help teachers assess progress toward literacy goals? How will the goals be communicated? 	
Assessment	<ul style="list-style-type: none"> What data is needed to inform progress and decision making? Who will collect the additional assessment data? How will teachers use data to inform their instruction? 	
Instruction	<ul style="list-style-type: none"> How will instructional strategies be shared? How will the team provide support and accountability to implement and use the strategies in the classroom? What additional support is required to share instructional strategies? 	
Professional Development	<ul style="list-style-type: none"> What additional professional development is required for the action plans to move forward? Who will provide the professional development? Who will attend? What resources are needed to provide the PD? 	

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